

STATE CURRICULUM FOR ENGLISH

GRADES 9-12

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. ECLG 1.1

Objective 1.1.1: The student will prepare for reading, viewing, and/or listening to a text. ECLG 1.1.1

Grades 9 through 12

The student will

- ⌘ *Predict the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text* ECLG 1.1.1*
- ⌘ *Link appropriate experiences and prior knowledge about the topic, author, or type of material to the text* ECLG 1.1.1*
- ⌘ *Identify an appropriate purpose for reading the text* ECLG 1.1.1*
- ⌘ *Identify questions a reader would expect to be answered by reading the text* ECLG 1.1.1*
- ⌘ *Identify topics of discussion that may enhance a reader's understanding of the text* ECLG 1.1.1*
- ⌘ *Predict the development of topics, ideas, events, and/or themes that might logically occur in the text*
- ⌘ *Synthesize background materials from a variety of sources to define a context for reading a particular text*
- ⌘ *Research background information as a preparation for reading*

Objective 1.1.2: The student will monitor understanding while reading, viewing, and/or listening to a text. ECLG 1.1.2; ADP A, F

Grades 9 through 12

The student will

- ⌘ *Determine the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text* ECLG 1.1.2, ADP F5*
- ⌘ *Analyze relationships between and among ideas within the text and/or relevant prior knowledge* ECLG 1.1.2*
- ⌘ *Determine the organizational pattern and use that pattern to define the author's purpose* ECLG 1.1.2*
- ⌘ *Focus on similarities and/or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within a text* ECLG 1.1.2*
- ⌘ *Use context to determine the meaning of words and phrases ECLG 1.1.2, ADP A4*
- ⌘ *Annotate and/or reread either silently or orally to ask or answer questions about and/or summarize the text*
- ⌘ *Modify initial predictions about topics, ideas, events, and/or themes in the text*

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Indicator 1.1: *The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. ECLG 1.1*

Objective 1.1.3: The student will confirm understanding after reading, viewing, and/or listening to a text. ECLG 1.1.3; ADP B, F

Grades 9 through 12

The student will

- ⌘ *Paraphrase and/or summarize significant ideas in a text or across texts** **ECLG 1.1.3; ADP B2, B3, F7**
- ⌘ *Compare/contrast, draw conclusions from, and synthesize significant ideas in a text or across texts** **ECLG 1.1.3; ADP B2, B3, F7, F8**
- ⌘ *Predict the development, topics, or ideas that might logically be included if the text were extended** **ECLG 1.1.3**
- ⌘ *Select from among multiple methods of synthesizing ideas (e.g., summary, critique)* **ADP F4**
- ⌘ *Identify areas for further reading or research*
- ⌘ *Confirm the usefulness of or purpose for reading the text* **ECLG 1.1.3**

Objective 1.1.4: The student will apply knowledge of word meaning, context, structure, and origin to define unfamiliar words. ECLG 1.1.2, 3.2.2; ADP A

Grades 9 through 12

The student will

- ⌘ *Determine the meaning of above-grade-level words, multiple-meaning words, colloquialisms, idioms, and other words and phrases as they are used in context** **ECLG 1.1.2, ADP A4**
- ⌘ *Differentiate between the denotative and connotative and the literal and figurative meanings of words, including idioms and colloquialisms** **ECLG 3.2.2; ADP A5, A6**
- ⌘ *Apply knowledge of roots, affixes, and cognates (e.g., Greek, Latin, Anglo-Saxon, African, Arabic, and other Western and non-Western sources) to draw inferences about word meaning* **ADP A3**
- ⌘ *Apply knowledge of world mythologies (e.g., Greek, Roman, Norse,) to understand the origin and meaning of unfamiliar words*
- ⌘ *Apply knowledge of common words that signal relationships (e.g., words that show cause and effect, comparison, contrast, sequence, chronology)*
- ⌘ *Apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms)* **ADP A7**

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Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2

Objective 1.2.1: The student will determine the contributions of literary elements in classical and contemporary literary texts. ECLG 1.2.1, ADP H

Grades 9 and 10

The student will

- ⌘ *Determine the significance of the following as each contributes to the meaning of a text:*
 - *plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution* ECLG 1.2.1, ADP H4*
 - *characters' defining traits, motivations, and developments throughout the text* ECLG 1.2.1, ADP H4*
 - *details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text* ECLG 1.2.1*
 - *conflicts that motivate characters and those that serve to advance the plot* ECLG 1.2.1*
 - *the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s)* ECLG 1.2.1*
 - *narration, dialogue, dramatic monologue, asides, soliloquies, and character foils ADP H4*
 - *various literary devices, including figurative language, imagery, allegory, and symbolism*
- ⌘ *Identify the specific structural elements of particular literary forms (e.g., short story, novel, drama, poetry, essay, biography, autobiography, journalistic writing, film) ECLG 1.1.5, ADP H3*

Grades 11 and 12

The student will

- ⌘ *Analyze characters' motivations, actions, and development as they relate to the experiences, emotions, moral dilemmas and ambiguities in a work of literature ADP H8*
- ⌘ *Analyze how voice, persona, and the choice of narrator affect the characterization, mood, tone, plot and credibility of a text*
- ⌘ *Analyze the contribution of dramatic monologue, chorus, asides, soliloquies, and character foils to the development of character, plot, and theme ADP H6*
- ⌘ *Analyze the characteristics of particular literary subgenres (e.g., satire, farce, parody, allegory, pastoral, epic, elegy, ode) as they relate to theme and purpose ADP H3*

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Objective 1.2.2: The student will determine the critical or central idea(s) of a text. ECLG 1.2.5, 1.3.5; ADP F, H

Grades 9 through 12

The student will

- ⌘ *Determine and/or explain the theme(s) found in a work of literature** **ECLG 1.3.5; ADP H4, H8**
- ⌘ *Determine and/or explain the experiences, emotions, issues and ideas in a text that give rise to universal literary themes** **ECLG 1.3.5**
- ⌘ *Determine, explain, and/or extend ideas and issues of a text that may have implications for readers or contemporary society** **ECLG 1.2.5**
- ⌘ *Determine and/or explain the thesis or central idea(s) of a nonfiction or other informational text (e.g., articles, essays, speeches, literary criticism, etc.)** **ADP F2**

Objective 1.2.3: The student will determine the relationship among the format, structure, and meaning of informational texts. ECLG 1.2.2; ADP B, F

Grades 9 through 12

The student will

- ⌘ *Determine the extent to which the format (e.g., text features, layout, graphics, and other visual components) of an informational document enhances or detracts from its clarity and meaning* **ADP F3, F5, F11**
- ⌘ *Determine the extent to which the structure of informational texts (e.g., editorials, essays, speeches, project plans, proposals, brochures, résumés) contributes to meaning and/or purpose* **ADP B5, F9, F11**
- ⌘ *Identify and explain interrelationships among ideas and concepts within informational text(s) (e.g., cause/effect, comparison/contrast)* **ADP F6**
- ⌘ *Apply the features, structure, rhetorical devices, and content of informational texts (e.g., speeches, debates, charts, time lines, diagrams) to perform tasks, answer questions, or solve problems* **ADP F1, F5**

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Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural). **ECLG 1.3.2, 4.1.1; ADP H**

Grades 9 and 10

The student will

- ⌘ *Determine the influence, effect, or impact of historical, cultural, or biographical information on a text** **ECLG 1.3.5**
- ⌘ *Interpret literary works from an individual, reader-centered approach and as part of a community of readers* **ECLG 4.1.1**
- ⌘ *Analyze literary works for what they suggest about the historical period in which they were written* **ADP H7**
- ⌘ *Relate literary works to important primary source documents of their literary or historical period*
- ⌘ *Explain the relationship between a literary work and the life experience of its author*
- ⌘ *Analyze the significance of a text in its historical and/or cultural context*
- ⌘ *Determine the structural characteristics of a text and interpret that text using those characteristics*

Grades 11 and 12

The student will

- ⌘ *Analyze the philosophical arguments presented in a literary work and their relationship to the author's position on those arguments*
- ⌘ *Analyze foundational and other influential U.S. documents for their historical, rhetorical, and literary significance (e.g., The Declaration of Independence, Lincoln's "Gettysburg Address," King's "Letter from Birmingham Jail," Kennedy's Inaugural Address)* **ADP H2**
- ⌘ *Apply knowledge of genre characteristics (structure) to interpret and analyze a variety of literary works (e.g., poems, novels, essays, biographies, shorts stories)* **ADP H3**
- ⌘ *Interpret a single literary work from multiple critical approaches*

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GRADES 9-12

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: *The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

Objective 2.1.1: The student will analyze organization, structure, and syntax that reveal an author's purpose. ECLG 1.2.2, ADP F, H

Grades 9 and 10

The student will

- ⌘ *Determine and/or explain the significance of or rationale for the following as each contributes to the author's purpose ECLG 1.2.2*
 - *the arrangement of ideas in a particular way* ECLG 1.2.2*
 - *syntax and the arrangement of phrases and sentences* ECLG 1.2.2, 1.2.3*
 - *words and syntax that create rhythm* ECLG 1.2.2, ADP H5*
 - *organizational patterns* ECLG 1.2.3*
 - *structural features* ECLG 1.2.3*
- ⌘ *Explain the effectiveness of organization, structure, and syntax in accomplishing a purpose* ECLG 4.1.1*

Grades 11 and 12

The student will

- ⌘ *Analyze similarities in development of narrative elements across multiple works by the same author*
- ⌘ *Analyze the author's use of episodic, non-linear, episodic, or other non-traditional narrative structures*
- ⌘ *Explain the relationship between the purpose and the structural characteristics of different forms of fiction, nonfiction, poetry, and drama ADP H3*
- ⌘ *Analyze the effect of syntax and the arrangement of phrases and sentences and their relationship to author's purpose*
- ⌘ *Analyze the effect of patterns of organization and their relationship to author's purpose ADP F9*
- ⌘ *Analyze the effectiveness of organization and structure in accomplishing a purpose ADP F9*

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GRADES 9-12

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: *The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

Objective 2.1.2: The student will analyze stylistic elements in a text or across texts that communicate an author's purpose. ECLG 1.2.3, 4.2.1; ADP B, H

Grades 9 and 10

The student will

- ⌘ *Determine the tone or voice of a text or a portion of a text or across texts** **ECLG 1.3.3**
- ⌘ *Determine and/or explain the significance of the following as each contributes to the author's purpose* **ECLG 1.2.3, ADP B5**
 - *repetition and/or exaggeration, parallelism** **ECLG 1.2.3**
 - *allusion, analogy** **ECLG 1.2.3**
 - *figurative language, imagery, symbolism** **ECLG 1.2.2, 1.2.3**
 - *a particular speaker or point of view** **ECLG 1.2.2**
 - *transitions** **ECLG 1.2.3, 4.2.3**
 - *choice of details (e.g., specific examples, events, dialogue)** **ECLG 1.2.3**
 - *features of language that create tone and voice** **ECLG 1.3.3**
- ⌘ *Explain the effectiveness of stylistic elements in accomplishing a purpose** **ECLG 4.1.1**
- ⌘ *Evaluate an author's choice of words, phrases, and sentences for a particular audience or effect, for a given purpose, to extend meaning in a context, or to provide emphasis** **ECLG 4.2.1**
- ⌘ *Distinguish among types of irony (e.g., verbal, situational, dramatic)*

Grades 11 and 12

The student will

- ⌘ *Justify the appropriateness of a specific tone and/or shift in tone for a particular character, speaker, or situation*
- ⌘ *Analyze the effect of poetic and rhetorical conventions (e.g., epic conventions, metrics, rhyme scheme, rhythm, alliteration, repetition, parallelism) on meaning* **ADP H5, H9**
- ⌘ *Analyze the effect of stylistic elements (e.g., allusion, analogy, figurative language, imagery, and symbolism) on meaning* **ADP B5, H9**
- ⌘ *Analyze the effect of multiple speakers or a shifting point of view*
- ⌘ *Analyze the extent to which a systematic use of dialect creates character and advances theme*
- ⌘ *Analyze the extent to which an author's use of irony contributes to character, plot, or theme*

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Indicator 2.1: *The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts. ECLG 1.1.3, 1.2.4, 1.2.5, ADP H

Grades 9 and 10

The student will

- ⌘ *Analyze the similarities or differences in styles (e.g., formal, informal, conversational, scholarly, journalistic, poetic) of two or more texts* ECLG 1.2.4*
- ⌘ *Analyze the similarities or differences in themes or central ideas of two or more texts* ECLG 1.2.4, ADP H9*
- ⌘ *Analyze the ways in which different texts illustrate a similar theme or advance a similar argument* ECLG 1.2.4, ADP H9*
- ⌘ *Explain ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) contribute to meaning*

Grades 11 and 12

The student will

- ⌘ *Compare the development of themes/central ideas and/or styles across different literary and historical periods and diverse cultures ADP H9*
- ⌘ *Analyze the relationship between the development of themes or central ideas and the particular styles of multiple texts ADP H9*
- ⌘ *Analyze ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) drawn from myth and tradition contribute to theme*

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Indicator 2.1: *The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media. ECLG 1.1.4, ADP B, G

Grades 9 and 10

The student will

- ⌘ *Determine the implications of non-print text (e.g., photographs, posters, art reproductions, cartoons, and stills from film or stage productions)* ECLG 1.1.4*
- ⌘ *Evaluate non-print text as it relates to the themes and central ideas and/or style of a print text* ECLG 1.1.4*
- ⌘ *Summarize, compare, draw conclusions about, and synthesize significant ideas between print and non-print text* ECLG 1.1.4*
- ⌘ *Determine both the explicit and the implicit ideas found in non-print media*
- ⌘ *Compare the effect of texts presented in different media ECLG 1.2.6*
- ⌘ *Extend ideas common to a print and non-print text that may have implications for the reader, viewer, or listener and society*

Grades 11 and 12

The student will

- ⌘ *Summarize, compare, draw conclusions about, and synthesize significant ideas between and among non-print texts ADP G2*
- ⌘ *Explain how structure and delivery (e.g., intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts*
- ⌘ *Explain how devices unique to a non-print medium (e.g., staging, lighting, blocking, special effects, graphics, music, camera angle) are used to create meaning and evoke response ECLG 1.3.4, ADP G3*
- ⌘ *Evaluate the ways in which different visual, aural, and electronic media (e.g., television, radio, Internet) use their unique characteristics to inform, persuade, or entertain ADP G1*
- ⌘ *Critique the delivery and effectiveness of oral presentations, including interviews, oral interpretations, film and stage performances, and historically significant speeches ECLG 3.1.2, ADP B5*

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Indicator 2.1: *The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2*

Objective 2.1.5: The student will analyze and evaluate evidence and determine the credibility of information in a text. ADP E, F

Grades 9 and 10

The student will

- ⌘ *Distinguish among facts and opinions, evidence and inferences ADP E1*
- ⌘ *Recognize common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma) ADP E5*
- ⌘ *Identify false premises in an argument ADP E2*
- ⌘ *Describe the structure of an argument: identify its claims and evidence; and evaluate connections among evidence, inferences and claims ADP E3*
- ⌘ *Evaluate the range and quality of evidence used to advance or refute an argument ADP E4*
- ⌘ *Analyze an author's implicit and explicit assumptions and beliefs about a subject*
- ⌘ *Analyze two or more texts addressing the same topic to determine how authors reach similar or different conclusions ADP E8*

Grades 11 and 12

The student will

- ⌘ *Explain why common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma) do not prove the point being argued ADP E5*
- ⌘ *Analyze written and oral communication for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning ADP E6*
- ⌘ *Evaluate the credibility of an author's argument by analyzing the validity of the reasoning (e.g., false assumptions, credible evidence, leading questions) and the use of language (e.g., loaded terms, sarcasm) ADP E7*
- ⌘ *Distinguish between various forms of classical and contemporary logical arguments, including inductive and deductive reasoning, syllogisms and analogies ADP E7*
- ⌘ *Analyze the use, abuse, and effect of ambiguity, contradiction, paradox, irony, incongruities, and overstatement ADP F10*
- ⌘ *Evaluate informational and technical texts for their clarity and coherence. ADP F11*

STATE CURRICULUM FOR ENGLISH

GRADES 9-12

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.1: The student will compose effective informative or expository texts (e.g., literary analysis and other academic compositions and essays; descriptions; summaries; work-related texts (e.g., brochures, proposals, project plans, résumés). (*See Appendix A for the HSA ECR Rubric) ECLG 2.1.1, 2.1.2; ADP A, C

Grades 9 and 10

The student will

- ⌘ *Generate and develop a controlling idea or thesis intended to inform or explain ADP C3*
- ⌘ *Use an organizational structure appropriate for the writing purpose with a clear introduction, body, and an effective conclusion ADP C3*
- ⌘ *Include relevant and complete support of ideas joined with effective transitions for clarity and coherence ADP C3*
- ⌘ *Develop the main ideas within the body of the essay through an appropriate strategy or with supporting evidence (e.g., summary, description, narration, personal ideas) ECLG 2.1.2, 2.1.3*
- ⌘ *Apply text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas ECLG 2.1.2*
- ⌘ *Select language to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- ⌘ *Demonstrate attention to audience interest and understanding*
- ⌘ *Combine basic sentence patterns to vary sentence structure and emphasize selected ideas ECLG 3.1.7, 3.1.9*
- ⌘ *Demonstrate the ability to integrate ideas into written text from a variety of sources using paraphrase, quotations, citations, and summaries*
- ⌘ *Include effective visual aids when appropriate*
- ⌘ *Produce work-related texts (e.g., brochures, project plans, proposals, letters, pamphlets, brochures) that ADP C10*
 - *address audience needs and potential misunderstandings*
 - *develop ideas and main points with appropriate strategies (e.g., comparing or contrasting, providing a scenario, citing facts and details)*
 - *incorporate both non-technical and technical vocabulary*
 - *adopt a tone, style, and format appropriate to the subject, audience, and purpose*

The student will

Grades 11 and 12

- ⌘ *Generate and develop a complex thesis on an abstract or inferential subject ADP C3*
- ⌘ *Use an organizational structure that clarifies and advances the writing purpose (e.g., using multiple paragraphs to develop a single point) ADP C3*
- ⌘ *Clarify and strengthen ideas with support drawn from both primary and secondary sources*
- ⌘ *Develop the main ideas within the body of the essay through an appropriate strategy or strategies and with supporting evidence (e.g., description, narration, scenarios, anecdotes, personal ideas, commonly held beliefs, hypotheses, definitions)*
- ⌘ *Combine text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
- ⌘ *Apply language choices that clarify thought and establish and maintain a distinctive voice and tone*
- ⌘ *Vary sentence structure, fully develop ideas, use clear syntax, and move between and among ideas with clear transitions to maintain audience interest and ensure audience understanding*
- ⌘ *Combine and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity ECLG 3.1.7, 3.1.9*
- ⌘ *Integrate paraphrase, quotations, citations, and summaries into written text skillfully to maintain the flow of ideas*
- ⌘ *Produce work-related texts (e.g., application essays, résumés, and journalistic writing) that address audience needs, use appropriate vocabulary, tone, and style, and adopt an appropriate format ADP C10*

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Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.2: The student will compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies. (*See Appendix A for the HSA ECR Rubric) ECLG 2.1.4, 2.3.4; ADP A, C

Grades 9 and 10

The student will

- ⌘ *Generate and develop a controlling idea or thesis that states, refutes, or modifies a position ADP C3*
- ⌘ *Use an organizational structure appropriate for the writing purpose with a clear introduction, body, and an effective conclusion ADP C3*
- ⌘ *Include relevant and complete support of ideas joined with effective transitions for clarity ADP C3*
- ⌘ *Develop the main ideas within the body of the essay through supporting evidence (e.g., description, narration, scenarios, personal ideas) ECLG 2.1.2, 2.1.3*
- ⌘ *Apply text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
- ⌘ *Select language skillfully to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- ⌘ *Demonstrate attention to audience interest and understanding by refuting opposing positions and opinions*
- ⌘ *Support assertions through the use of rhetorical appeals (e.g., appeal to logic through reasoning, appeal to emotion) in both oral and written arguments*
- ⌘ *Combine basic sentence patterns to vary sentence structure and emphasize selected ideas ECLG 3.1.7, 3.1.9*
- ⌘ *Enhance meaning by employing basic rhetorical devices (e.g., issuing of a call to action, refuting or modifying a position)*
- ⌘ *Demonstrate the ability to integrate ideas into written text from a variety of sources using paraphrase, quotations, citations, and summaries*

Grades 11 and 12

The student will

- ⌘ *Generate and develop a complex thesis representing a multifaceted argument or point of view ADP C3*
- ⌘ *Use an organizational structure (i.e., a clear introduction, body, and conclusion) that clarifies and advances the writing purpose and demonstrates the logic being used to argue or persuade ADP C3*
- ⌘ *Clarify and strengthen a position by using precise and relevant evidence (e.g., facts, expert opinions, quotations) that addresses the complexity of the thesis*
- ⌘ *Develop the main ideas within the body of the essay through a variety of supporting evidence (e.g., description, narration, scenarios, anecdotes, personal ideas, commonly held beliefs, hypotheses, definitions)*
- ⌘ *Combine text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
- ⌘ *Apply language choices that establish and maintain a distinctive and knowledgeable voice and tone*
- ⌘ *Address readers' concerns, counterclaims, biases, and expectations*
- ⌘ *Support assertions through the use of rhetorical appeals (e.g., appeal to logic through reasoning, appeal to emotion, or appeal ethical belief) in both oral and written arguments*
- ⌘ *Combine and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity ECLG 3.1.7, 3.1.9*
- ⌘ *Enhance meaning and refining style by employing rhetorical devices (e.g., extended use of parallelism, repetition, and analogy)*
- ⌘ *Integrate paraphrase, quotations, citations, and summaries into written text skillfully to maintain the flow of ideas*

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Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats, and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.3: The student will compose effective oral presentations that engage the audience by developing a controlling idea, using a logical structure, providing relevant and complete support or evidence, and including effective rhetorical strategies. ADP A, B

Grades 9 and 10

The student will

- ⌘ *Establish a focus or controlling idea (e.g., a thesis or argument, a judgment about a literary character or text, a clear point of view on a topic) ADP B6*
- ⌘ *Incorporate an effective opening and closing*
- ⌘ *Use a logical organizational structure (i.e., a clear introduction, body, and conclusion) appropriate to the subject, audience, and purpose ADP B6, C3*
- ⌘ *Develop ideas, judgments, and opinions with effective evidence and details ADP B6*
- ⌘ *Incorporate appropriate transitional words and devices ADP B6*
- ⌘ *Select language carefully and correctly to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- ⌘ *Demonstrate attention to audience interest and understanding*

Grades 11 and 12

The student will

- ⌘ *Establish and maintain a consistent focus (e.g., a thesis or argument, a judgment about a literary character or text, a clear point of view on a topic) ADP B6*
- ⌘ *Establish and maintain a logical organizational structure appropriate to the subject, audience, and purpose (e.g., narrative, sequential, least to most important ideas, comparison/contrast) ADP B6*
- ⌘ *Move skillfully from one idea to the next with well-chosen transitional words, expressions, and other devices ADP B6*
- ⌘ *Apply language choices that maintain a distinctive voice and an effective tone*
- ⌘ *Use effective rhetorical devices to establish rapport with the audience, clarify ideas, and attend to audience interest and understanding*

STATE CURRICULUM FOR ENGLISH GRADES 9-12

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. ADP A, C, D5

Grades 9 and 10

The student will

- ⌘ *Generate and develop a controlling idea or thesis ADP C3, D5*
- ⌘ *Use an organizational structure (i.e., a clear introduction, body, and conclusion appropriate to the subject and audience (e.g., classifying, categorizing, sequencing) ADP C3*
- ⌘ *Summarize, paraphrase, and synthesize information from a variety of primary and secondary sources ADP D5*
- ⌘ *Include relevant and complete support of ideas and assertions from a variety of sources (e.g., books, technology, human)*
- ⌘ *Select language carefully and correctly to clarify ideas and avoid errors in usage and conventions that interfere with meaning ADP A6, C2*
- ⌘ *Cite information that should be documented ADP C6, D5*
- ⌘ *Follow an established format for a bibliography or works cited page*

Grades 11 and 12

The student will

- ⌘ *Generate and develop a controlling idea or thesis representing a multifaceted argument, issue, problem, or topic*
- ⌘ *Establish and maintain a logical organizational structure appropriate to the subject, audience, and purpose (e.g., cause/effect, sequential, part to whole)*
- ⌘ *Clarify and strengthen a position by using precise and relevant evidence (e.g., facts, expert opinions, quotations)*
- ⌘ *Apply language choices that maintain a distinctive voice and an effective tone*

**STATE CURRICULUM FOR ENGLISH
GRADES 9-12**

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.5: The student will create effective media presentations that use visuals and/or sound and appropriate technology to present a particular point of view on a topic or idea. ADP C, G

Grades 9 and 10

The student will

- ⌘ *Establish a focus or a controlling idea, thesis, message, or argument ADP G4*
- ⌘ *Use a logical structure appropriate to the subject, audience, purpose, and medium ADP G4*
- ⌘ *Develop ideas, opinions, and/or arguments with effective evidence and support*
- ⌘ *Apply technology (e.g., software, audio, digital video, graphics) to address audience understanding by communicating ideas and information best understood visually ADP C8, G4*
- ⌘ *Alter a text to present the same content to a different audience via the same or different media ECLG 4.3.3*

Grades 11 and 12

The student will

- ⌘ *Establish and maintain a distinctive point of view or argument*
- ⌘ *Draw on the characteristics of the medium to generate and maintain an organizational structure*
- ⌘ *Determine when technology (e.g., computers, software, digital video) is the best medium for communicating ideas and selecting the appropriate technology to accomplish a specific purpose ADP C 7*
- ⌘ *Move comfortably between and among multiple technologies incorporated throughout the presentation*

**STATE CURRICULUM FOR ENGLISH
GRADES 9-12**

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2, 3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2

Objective 3.2.1: The student will prepare for writing by generating and developing ideas. ECLG 2.2.1, ADP C

Grades 9 through 12

The student will

- ⌘ *Identify an appropriate prewriting strategy for a specific purpose or topic* ECLG 2.2.1*
- ⌘ *Identify relevant sources of information* ECLG 2.2.1, ADP C1*
- ⌘ *Plan writing (e.g., note taking, graphic organizers, informal outlines) ADP C1*
- ⌘ *Gather initial information from a variety of print, non-print, and human sources and evaluate its usefulness ADP C1*

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes. ECLG 2.2.2, ADP C

Grades 9 through 12

The student will

- ⌘ *Select a logical sequence of ideas or sentences* ECLG 2.2.2*
- ⌘ *Determine an appropriate organizational structure emphasizing purpose and/or audience* ECLG 2.2.2*
- ⌘ *Select or delete information to suit a given purpose or audience* ECLG 2.2.2*
- ⌘ *Identify the logical placement of a sentence or paragraph within a text* ECLG 2.2.2*
- ⌘ *Synthesize information from multiple sources ECLG 2.3.5*
- ⌘ *Consider the elements of discourse (e.g., purpose, speaker, audience, form) when planning for a writing task (e.g., narrative, expository, persuasive, descriptive)*
- ⌘ *Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the writing ADP C3*

STATE CURRICULUM FOR ENGLISH GRADES 9-12

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2, 3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness. ECLG 2.2.3, 3.1.4, 3.3.1, 4.3.1; ADP C5

Grades 9 and 10

The student will

- ⌘ **Revise sentences to combine, complete, and expand ideas through the use of**
 - logical and succinct coordination and subordination* ECLG 2.2.3, ECLG 3.1.6
 - logical sequencing for effectiveness and emphasis* ECLG 2.2.3, ECLG 3.1.6
 - conciseness (eliminating redundancy, superfluous words and phrases)* ECLG 2.2.3
 - effective sentence structure (e.g., avoiding inappropriate sentence fragments and run-on sentences, including fused sentences and comma splices)* ECLG 3.1.4
- ⌘ **Attend to audience needs through**
 - elaboration or support sentences* ECLG 2.2.3
 - transitional devices between sentences and paragraphs* ECLG 2.2.3
 - coherence (focusing on a central idea) ECLG 2.2.3
- ⌘ **Control language structures by**
 - ensuring clear placement of modifiers, including appositives, verbals and verbal phrases, dependent clauses, restrictive v nonrestrictive clauses, prepositional phrases* ECLG 2.2.3, ECLG 3.1.8
 - correcting misplaced and dangling modifiers* ECLG 2.2.3
 - correcting shifts in person, number, and verb tense* ECLG 2.2.3
 - revising diction to clarify or alter the tone of a text (e.g., humorous, urgent, official, authoritative, more or less critical, commanding, diplomatic, detached, resentful, sympathetic, formal, informal)* ECLG 4.3.1
- ⌘ **Edit texts by using internalized knowledge to identify and correct errors**
 - in** ○ spelling of commonly confused words* ECLG 3.3.1
 - end punctuation* ECLG 3.3.1
 - commas: in a series, after introductory statements, setting off appositives and parenthetical statements, in dates and places, before coordinating conjunctions in compound sentences* ECLG 3.3.1
 - semicolons between closely-related main clauses* ECLG 3.3.1
 - semicolon and comma in compound sentence with a conjunctive adverb* ECLG 3.3.1
 - apostrophes* ECLG 3.3.1
 - capitalization: proper nouns, proper adjectives, geographic places, businesses, organizations and institutions* ECLG 3.3.1
- ⌘ **Apply a variety of peer editing strategies to revise others' work for clarity, completeness, and effectiveness and to edit others' work for correct grammar, usage, and mechanics ADP C5**
- ⌘ **Respond to constructive criticism and reactions from teachers and/or peers to revise working drafts for clarity, completeness, and effectiveness ADP C4**

STATE CURRICULUM FOR ENGLISH
GRADES 9-12

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2, 3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness. ECLG 2.2.3, 3.2.1, 4.3.2; ADP C5

Grades 11 and 12

The student will

- ⌘ ***Revise sentences to combine, complete, and expand ideas through the use of***
 - *logical and succinct subordination ECLG 3.1.6*
 - *subordination to show space or time, cause or effect, condition, concession*
 - *conciseness (eliminating awkward constructions)*
 - *effective sentence fragments to achieve a writing purpose (e.g., emphasis, informality, transition)*
- ⌘ ***Attend to audience needs through***
 - *eliminating weaknesses in evidence or support*
 - *using varied transitional structures (e.g., repetition, contrast)*
 - *improving the logic and coherence of the organization and controlling idea*
 - *varying sentence structure and type appropriate to purpose (e.g., expanding to add details, combining to coordinate and subordinate ideas) ECLG 3.1.6*
- ⌘ ***Control language structures by***
 - *inverting word order for effectiveness*
 - *employing rhetorical devices, including the extended use of parallelism, repetition, and analogy*
 - *selecting fresh and vivid language that establishes and maintains a distinctive voice and tone*
 - *using stylistic features (e.g., irony, hyperbole, understatement) and related elements for specific rhetorical and aesthetic purposes*
 - *adjusting the level and style of language, formal or informal, relative to the specific audience, situation, or purpose ECLG 3.2.1*
- ⌘ ***Edit texts by using internalized knowledge to identify and correct errors in***
 - *use of commonly misused words (among/between, fewer/less, amount/number, farther/further)*
 - *commas: in footnotes, with figures, to prevent misreading*
 - *semicolons: in in-text citations, in series items*
 - *colons: in bibliographic citations and in-text citations, with quotations*
 - *hyphens: in multi-word adjectives*
 - *ellipses*
- ⌘ ***Justify revisions in syntax and diction from a previous draft of a text ECLG 4.3.2***